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| **Core Standards—1st grade** | 1 | 2 | 3 | 4 |
| **Reading Literature (RL)** |  |  |  |  |
| * **Key Ideas and Details**
* RL.1.1 Ask and answer questions about key details in a text.
 |  |  |  |  |
| * RL.1.2 Retell familiar stories, including key details and demonstrate understanding of their central message or lesson.
 |  |  |  |  |
| RL.1.3 Identify characters, settings, and major events in a story using key details. |  |  |  |  |
| * **Craft and Structure**
* RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 |  |  |  |  |
| * RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide
* reading of a range of text types.
 |  |  |  |  |
| * RL.1.6 Identify who is telling the story at various points in a text.
 |  |  |  |  |
| * **Integration of Knowledge and Ideas**
* RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
 |  |  |  |  |
| RL.1.8 Not applicable for literature |  |  |  |  |
| * RL.1.9 Compare and contrast the adventures and experiences of characters in familiar
* stories.
 |  |  |  |  |
| * RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
 |  |  |  |  |
| **Reading Informational Text (RI)** | 1 | 2 | 3 | 4 |
| * **Key Ideas and Details**
* RI.1.1 Ask and answer questions about key details in a text.
 |  |  |  |  |
| * RI.1.2 Identify the main topic and retell key details of a text.
 |  |  |  |  |
| * RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 |  |  |  |  |
| * **Craft and Structure**
* RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
 |  |  |  |  |
| * RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to
* locate key facts or information in a text.
 |  |  |  |  |
| * RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the
* words in a text.
 |  |  |  |  |
| **Integration of Knowledge and Ideas**RI.1.7 Use the illustrations and details in a text to describe its key ideas. |  |  |  |  |
| * RI.1.8 Identify the reasons an author gives to support points in a text.
 |  |  |  |  |
| * RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations,
* descriptions, or procedures).
 |  |  |  |  |
| * RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
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| **Reading: Foundations(RF)** | 1 | 2 | 3 | 4 |
| ***Print Concepts*** |  |  |  |  |
| RF.1.1. Demonstrate understanding of the organization and basic features of print |  |  |  |  |
| * + A. Recognize the distinguishing features of a sentence (e.g., frst word, capitalization, ending punctuation).
 |  |  |  |  |
| ***Phonological Awareness*** |  |  |  |  |
| RF.1.2.Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |  |  |  |  |
| * + A. Distinguish long from short vowel sounds in spoken single-syllable words.
 |  |  |  |  |
| * + B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 |  |  |  |  |
| * + C. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words.
 |  |  |  |  |
| * + D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
 |  |  |  |  |
| ***Phonics and Word Recognition*** |  |  |  |  |
| RF.1.3.Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |  |
| * + A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one
	+ sound).
 |  |  |  |  |
| * + B. Decode regularly spelled one-syllable words.
 |  |  |  |  |
| * + C. Know final -e and common vowel team conventions for representing long vowel sounds.
 |  |  |  |  |
| * + D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed
	+ word.
 |  |  |  |  |
| * + E. Decode two-syllable words following basic patterns by breaking the words into syllables.
 |  |  |  |  |
| * + F. Read words with inflectional endings.
 |  |  |  |  |
| * + G. Recognize and read grade-appropriate irregularly spelled words.
 |  |  |  |  |
| ***Fluency*** |  |  |  |  |
| * RF.1.4.Read with sufficient accuracy and fluency to support comprehension.
 |  |  |  |  |
| * + A. Read grade-level text with purpose and understanding.
 |  |  |  |  |
| * + B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 |  |  |  |  |
| * + C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 |  |  |  |  |
| **Writing (W)** | 1 | 2 | 3 | 4 |
| **Text Types and Purposes*** W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an
* opinion, supply a reason for the opinion, and provide some sense of closure.
 |  |  |  |  |
| * W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide
* some sense of closure.
 |  |  |  |  |
| * W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details
* regarding what happened, use temporal words to signal event order, and provide some sense of closure.
 |  |  |  |  |
| * **Production and Distribution of Writing**
* W.1.4. (Begins in grade 3)
 |  |  |  |  |
| **Writing (W) Continued** | **1** | **2** | **3** | **4** |
| * W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and
* add details to strengthen writing as needed.
 |  |  |  |  |
| * W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in
* collaboration with peers.
 |  |  |  |  |
| * **Research to Build and Present Knowledge**
* W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how to” books on a given topic
* and use them to write a sequence of instructions).
 |  |  |  |  |
| * W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided
* sources to answer a question.
 |  |  |  |  |
| * W.1.9. (Begins in grade 4)
 |  |  |  |  |
| * **Range of Writing**
* W.1.10. (Begins in grade 3)
 |  |  |  |  |
| **Speaking and Listening (SL)** | **1** | **2** | **3** | **4** |
| * SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts*
* with peers and adults in small and larger groups.
 |  |  |  |  |
| * + A. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time
	+ about the topics and texts under discussion).
 |  |  |  |  |
| * B. Build on others’ talk in conversations by responding to the comments of others through multiple
* exchanges.
 |  |  |  |  |
| * C. Ask questions to clear up any confusion about the topics and text under discussion.
 |  |  |  |  |
| * SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or
* through other media.
 |  |  |  |  |
| * SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or
* clarify something that is not understood.
 |  |  |  |  |
| * SL.1.4. Describe people, places, things, and events and, with relevant details, expressing ideas and feelings
* clearly.
 |  |  |  |  |
| * SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and
* feelings.
 |  |  |  |  |
| * SL.1.6. Produce complete sentences when appropriate to task and situation.
 |  |  |  |  |
| **Language (L)** | **1** | **2** | **3** | **4** |
| * **Conventions of Standard Language**
* L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 |  |  |  |  |
| * + A. Print all upper- and lowercase letters.
 |  |  |  |  |
| * + B. Use common, proper, and possessive nouns.
 |  |  |  |  |
| **Language (L) Continued** | **1** | **2** | **3** | **4** |
| * + C. Form singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 |  |  |  |  |
| * + D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 |  |  |  |  |
| * + E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home;
	+ Tomorrow I will walk home).
 |  |  |  |  |
| * + F. Use frequently occurring adjectives.
 |  |  |  |  |
| * + G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 |  |  |  |  |
| * + H. Use determiners (e.g., articles, demonstratives).
 |  |  |  |  |
| * + I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 |  |  |  |  |
| * + J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory
	+ sentences in response to prompts.
 |  |  |  |  |
| * L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when
* writing.
 |  |  |  |  |
| * + A. Capitalize dates and names of people.
 |  |  |  |  |
| * + B. Use end punctuation for sentences.
 |  |  |  |  |
| * + C. Use commas in dates and to separ5ate single words in a series.
 |  |  |  |  |
| * + D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 |  |  |  |  |
| * + E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
 |  |  |  |  |
| * **Knowledge of Language**
* L.1.3. (Begins in grade 2)
 |  |  |  |  |
| * **Vocabulary Acquisition and Use**
* L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1
* reading and content choosing flexibly from an array of strategies.
 |  |  |  |  |
| * + A. Use sentence-level context as a clue to the meaning of a word or phrase.
 |  |  |  |  |
| * + B. Use frequently occurring affixes as a clue to the meaning of a word.
 |  |  |  |  |
| * + C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
 |  |  |  |  |
| * L.1.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 |  |  |  |  |
| * + A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 |  |  |  |  |
| * + B. Define words by category and by one or more key attributes (e.g., note places at home that are cozy).
 |  |  |  |  |
| * + C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 |  |  |  |  |
| * + D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and
	+ adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
 |  |  |  |  |
| * L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts,
* including using frequently occurring conjunctions to signal simple relationships (e.g., because).
 |  |  |  |  |